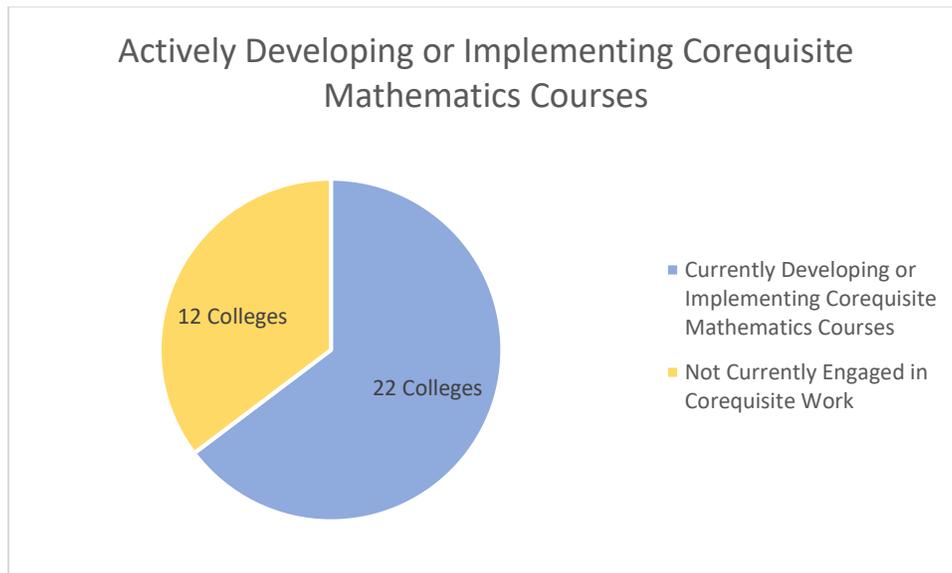


# State of the State – Corequisite Mathematics

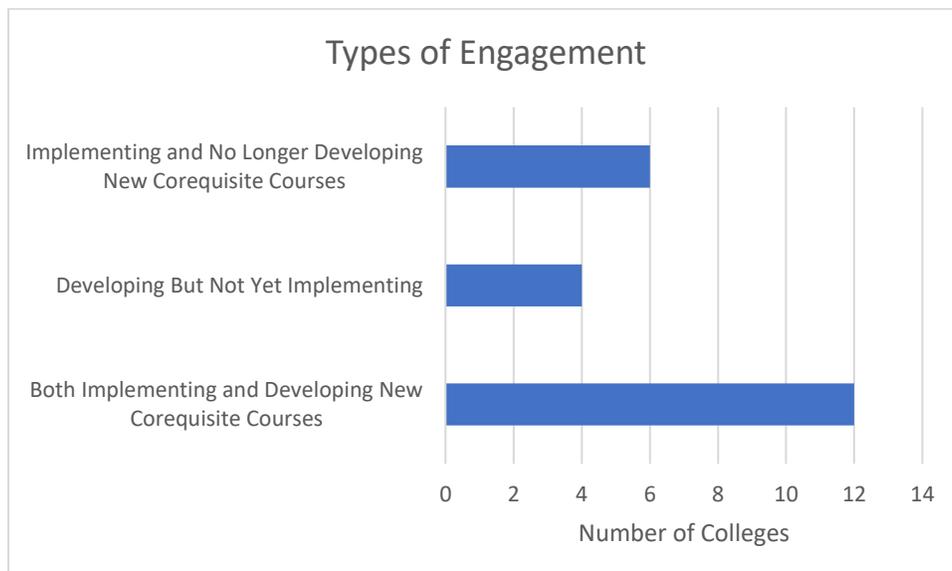
Washington Community and Technical Colleges  
Fall 2020

In October of 2020, a short survey was sent to each college to capture their current interest and engagement with corequisite mathematics. This short document is meant to share the highlights from that data collection effort.

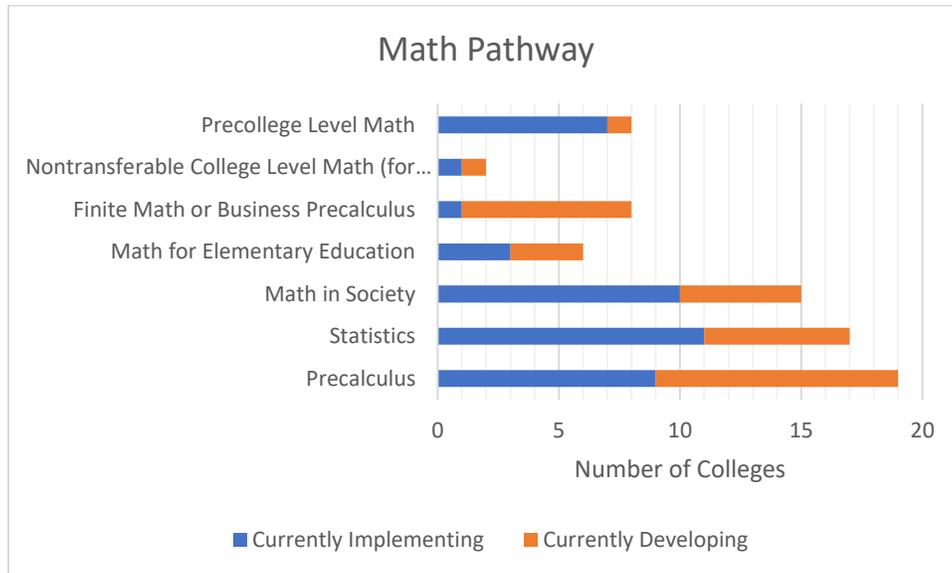
There are 34 Community and Technical Colleges in the state of Washington. As of Fall 2020, nearly two thirds are either actively developing or currently implementing corequisite mathematics courses.



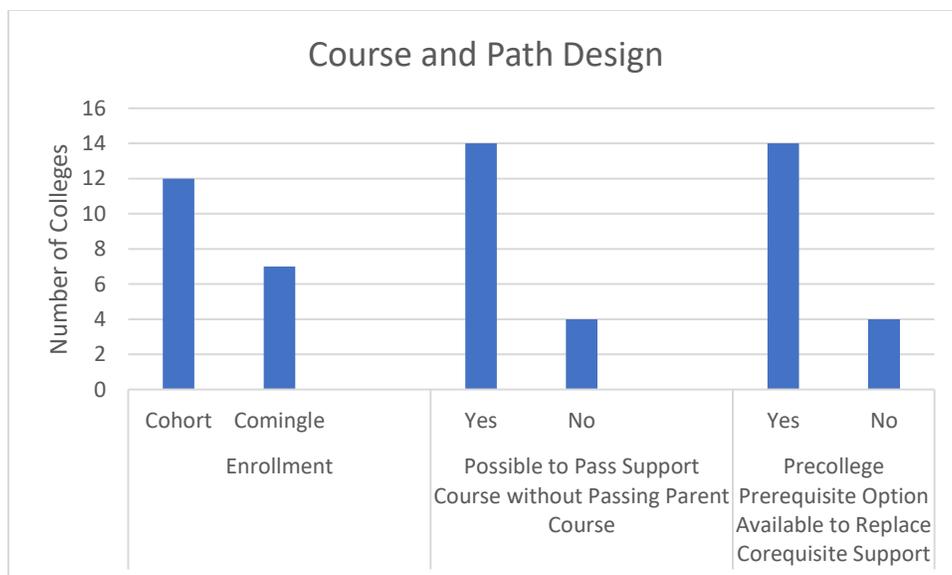
Of the 18 colleges who are currently implementing corequisite math courses, 12 are in the process of developing one or more corequisite courses for future implementation as well.



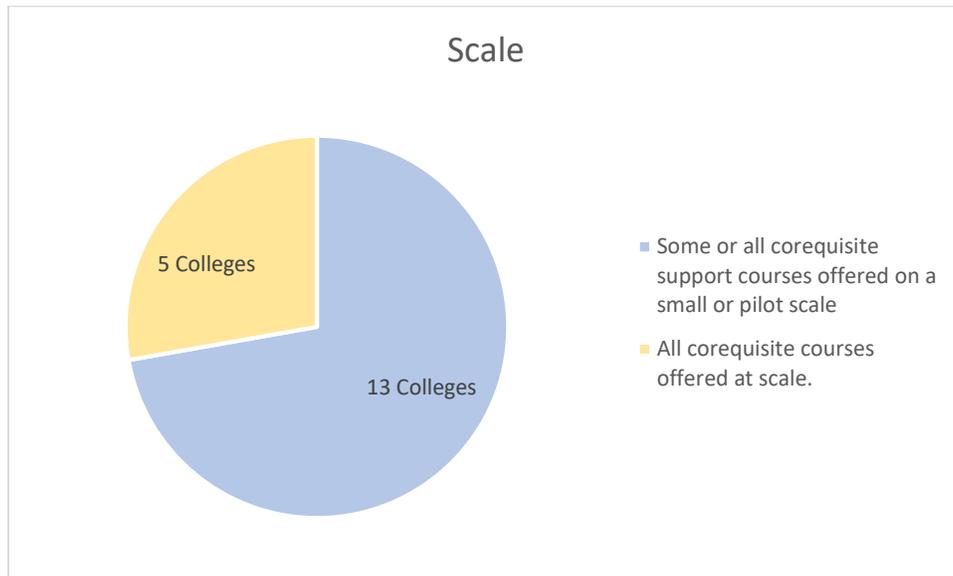
National conversations about corequisite mathematics center on support of students in their first college level math, and most of the colleges in our survey are implementing corequisite support in this way. However, we have a few colleges who are also using the corequisite model in one or more precollege mathematics course. There are only two colleges who are *only* implementing corequisites with precollege courses. The most popular pathways for corequisite support are the STEM pathway and the Statistics pathway.



Colleges are currently implementing a variety of models. Faculty have commented that the cohort model or at least a model where all students in a support course are pulled from the same parent course offers a better student experience. The comingle model, in many cases, has been a response to needed enrollment flexibility – especially for courses with limited enrollment. A majority of colleges have developed policies to allow students to get credit for the support course even if they are not successful in the parent course. A majority of colleges have not closed the traditional precollege pathway to college level courses; even in pathways where they have developed corequisite support courses.



While many colleges are currently implementing corequisite course support for one or more pathways, few of these colleges have scaled these efforts to support all or even most students in these pathways. It is much more common for these sections to either be experimental or to have limited availability.



For colleges who are either actively developing, thinking about developing, scaling up or iterating their implementation of corequisite mathematics courses, I offer the following guiding questions that have come up in the last few months from faculty who are struggling to serve all of their students.

- What does it mean for a student to be “unprepared” for a college level course (with or without corequisite support) and what options should be available to these students? How does adult basic education fit in?
- How many credits should corequisite support courses be and what balance (if any) of those credits should be spent on things other than mathematical content, things like mindset and metacognitive skills? Currently available corequisite courses range from two to five credits.
- How do we measure success and what data should we be collecting? How does the question about which students enroll in which pathways fit in- particularly in the case of STEM?
- Should we be looking to replace prerequisite courses with corequisite courses or should we be offering corequisites as an option? How do we make sure that our choices serve students and help us to close equity gaps?

It should be noted that many of our colleges are or have been supported by College Spark Washington, Title 3, or other external funding sources as they pursue this work.

Respectfully Submitted,

Laura Mann Schueller  
Policy Associate  
Washington Student Success Center  
State Board for Community and Technical Colleges  
[lschueller@sbctc.edu](mailto:lschueller@sbctc.edu)